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No such charge could be laid, however, against the latest addition to the Hall-Quest series on supervised instruction. This volume¹ by Miss Laura McGregor of Rochester is designed to do for the teaching of English what Miss Simpson has undertaken in the case of history, and a more immediately practical set of definite suggestions of the sort required it would be difficult to find. While bearing the title *Supervised Study in English*, this heading is taken in a sense sufficiently broad to include also discussions of the assignment, review, and such other teaching processes as must accompany instruction of the type in question. The volume is in fact largely a compendium of detailed accounts of actual classroom exercises organized along the general lines of supervised-study technique. Theoretical discussion is thus conspicuous by its absence, and generalizations are limited for the most part to suggestions interspersed among the reports of particular recitations.

After a brief exposition of the principle of the threefold assignment and the suggested form of lesson-plan sheet, the writer plunges directly into the account of a series of lessons in oral English. These are followed by similar chapters treating of procedure in the case of literature, composition, and grammar respectively. These instances of expert teaching not only develop by illustration a clear conception of the underlying technique, but are so chosen as to introduce also a wide variety of ingenious devices of the sort always welcome to the teacher in any line. Possibly the chapter on literature is more than usually strong here. Many readers will be tempted to try out whole sets of these lesson plans taken over almost without change.

Chapter vii is devoted to forms of drill upon the five special skills to be developed in English. These are, by the author's analysis, skill in the mechanical processes of reading, automatic use of correct speech forms, skill in the choice of words, ability to use the dictionary, and a real sentence sense in composition. The suggestions for the cultivation of these abilities are eminently practical and clearly put. A final chapter on the place of projects in English teaching, while remarking the objections to too free employment of the prolonged and artificial enterprises sometimes included under this caption, nevertheless outlines a variety of plans which may prove acceptable.

While this book as written has reference specifically to English of junior high school grade, an examination of the lesson plans outlined can scarcely fail to be profitable to anyone concerned with the teaching of English under departmental organization and with periods of sufficient length to make such procedure practicable.

Later volumes of this series will be awaited with interest.

An introduction to the teaching process.—The instructor in an introductory course in education or the writer of a textbook for such a course must constantly face the necessity of deciding between the conflicting claims of direct

¹ A. LAURA MCGREGOR, *Supervised Study in English for Junior High School Grades*. New York: Macmillan Co., 1921. Pp. xii+220.

applied methodology and those more general considerations underlying the teaching process often termed the "principles of education." Emphasis upon the former will make his work popular with the many who, confronted with the necessities of their task, are eager for specific devices which may be adopted outright. On the other hand, it is highly important that every student looking forward to the profession should be given at the outset some view of the fundamental principles together with a unified survey, however brief, of the essential problems in this field. A little volume¹ from the hand of the director of practice teaching at Illinois State Normal University approaches the subject quite definitely from this latter angle. While evidently intending this to serve as an introduction to general method in the hands of prospective grade teachers, the author has elected to set forth concisely the consensus of good opinion on the broader issues involved rather than to enumerate prematurely helps and devices or rule-of-thumb hints for the detailed application of these principles.

The book opens with a discussion of the distinguishing characteristics of the teaching act, followed by a good summary chapter on the "objectives of education." Chapter iii, which traces the considerations, both historical and professional, which have determined the present content of our curricula, is well calculated to rid the mind of the novice of the notion that there is anything final or sacred about the present arrangement. A fourth chapter on the proper logical organization of subject-matter for a given recitation develops by contrasting examples a point the practical importance of which in teaching cannot be too much emphasized. Ensuing chapters deal as effectively as their compass permits with the all-important topics of individual difference, habit formation, the general character of the learning process, interest as a factor in school work, and the relative values of various stimuli at the teacher's disposal. Less conventional are the chapter on means of developing a sense of responsibility and that upon the value and use of comparison, which must be counted among the more original in the book. Certain suggestions in the latter are particularly stimulating, perhaps the more so as the "striking similarity of function" more than once cited as existing between Longfellow's "Excelsior" and Jordan's "Life of the Salmon" is assuredly not one to have impressed the mere lay reader. Following these, the author devotes two chapters to particularizing the bearings of these general principles as applying in the teaching of spelling and the three R's. The book concludes with a discussion of standards for the measurement of results in teaching and an admirable concise review of the principal tests and scales at present available for this purpose.

The treatment throughout is of a simplicity and clarity, and with an aptness of illustration, quite in keeping with the destined use of this book by beginning students. As a rule, there is a commendable avoidance of

¹ EDWIN ARTHUR TURNER, *The Essentials of Good Teaching*. New York: D. C. Heath & Co., 1920. Pp. xiii+271.

"Pedaguese," though when the author refers repeatedly without explanation to "the negatively-reacting pupil" and defines teaching as "the conscious direction of stimuli to the end that the teacher's aim is realized in terms of desired pupil controls," he is perhaps bordering upon that unlovely tongue. One wonders also whether "educationist" is due to become a popular term.

On the whole, the book is the well-assimilated product of a thorough acquaintance with this subject and a long experience of teaching and observation in this field. Probably no better general evaluation could be found than the words of the introduction by President Coffman, "For the teacher who desires a safe and sane philosophy . . . that has stood the test of experience, this book will prove invaluable. For one who needs a solid base upon which to build a substantial superstructure of schoolroom experience, this book will serve as a safe guide."

Determining objectives in education.—How scientifically to determine the specific objectives in the various subjects commonly taught in elementary and high schools is a problem of much concern to present-day educators. It is felt by a goodly number that if a few controlling aims or objectives in each field of instruction could be once definitely determined, the questions involved in the selection of materials and methods will be settled forthwith. The sociological basis of the determination of these objectives is set forth in a recent book¹ by a well-known educational sociologist.

Besides some six or eight chapters on such general subjects as educational sociology, readjustments of schools, and of curricula, the high school of tomorrow, the essentials of liberal education, and the formation of moral character, the book discusses the objectives of mathematics, physics, the fine and graphic arts, history as a social-science study, social education, vocational education, and the study of education.

According to his statement in the Preface, Professor Snedden has undertaken in each chapter to do at least three things, viz., "to search for certain sources in the social sciences or in experience from which to derive standards of examination for the 'faith objectives' now controlling in the departments dealt with; to criticize those faiths which have probably come to have injurious characteristics or superstitions; and to propose, tentatively, certain new objectives for examination."

As a whole, the book is destructive rather than constructive. The author seems to feel that most of what is now done in educating young people is out of tune with present-day conditions. There is much of telling how to do in the book, but little evidence that the writer has ever taken many of his own suggestions seriously. His proposed objectives would certainly have more weight if they appeared as something more than mere opinion. One wonders after reading such a book whether the educational sociologist is inclined to

¹ DAVID SNEDDEN, *Sociological Determination of Objectives in Education*. Philadelphia: J. B. Lippincott Co., 1920. Pp. 322.